**Parallel Curriculum Models (PCM)**

**C:\Users\alabbott\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GOCQGKV2\MC900299199[1].wmf**

**Core Curriculum**-

The Core Curriculum addresses the core concepts, principles, and skills of a discipline. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities.

Focusing Questions: Core Curriculum-

What does this information mean?

Why does this information matter?

How can I use these ideas and skills?

How is the information organized to help people use it better?

Why do these ideas make sense?

What are these ideas and skills for?

How do these ideas and skills work?

**Curriculum of Connections-**  C:\Users\alabbott\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GOCQGKV2\MC900233920[1].wmf

The Curriculum of Connections builds upon the Core Curriculum. It is a plan that includes a set of guidelines and procedures to help curriculum developers connect overarching concepts, principles, and skills within and across disciplines, time periods, cultures, places, and/or events.

Focusing Questions (for students):

What key concepts and principles have I learned?

In what other contexts can I use what I have learned?

How does looking at one thing help me understand another?

Why do different people have different perspectives on the same issue?

How are perspectives shaped by time, place, culture, events, and circumstances?

How do I assess the relative strengths and weaknesses of differing viewpoints? (Evaluation Matrix)

What connections do I see between what I am studying and my own life and times? (Self Evaluation)

In what ways is it beneficial for me to examine varied perspectives on a problem or issue?

**Curriculum of Practice- C:\Users\alabbott\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YH0V2GIS\MC900442098[1].wmf**

This is a plan to help students understand, use, generalize, and transfer essential knowledge, understandings, and skills in a field to authentic questions, practices, and problems. This parallel is designed to help students function as a researcher, creator, producer, problem-solver, or practitioner in the field.

Focusing Questions:

How do practitioners organize their knowledge and skill in this field?

What are the features of routine problems in the field?

What tools does a practitioner use in his or her work?

What drives the work of practitioners in the field?

According to what standards does the field measure success?

What are the ethical issues and standards of the field?

**Curriculum of Identity- C:\Users\alabbott\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YH0V2GIS\MC900078751[1].wmf**

The Curriculum of Identity is a plan that includes guidelines and procedures to assist students in reflecting upon the relationship between the skills and ideas in a discipline and their own lives, personal growth, and development. Students explore and participate in a discipline as it relates to their own interests, goals, and strengths, both now and in the future.

Focusing Questions:

To what degree is this familiar, surprising, and/or intriguing to me?

How do people in this discipline think and work?

What difficulties do practitioners and contributors in this discipline encounter?

How have they coped with the difficulties?

How do I think I would cope with them?

What do I learn about myself by studying them?

How do people in this discipline handle ambiguity, uncertainty, persistence, failure, success, collaboration, compromise?

What is the wisdom this discipline has contributed to the world?

How has that affected me?

To what degree can I see myself contributing to that wisdom?

How might I shape the discipline over time?

How might it shape me?

To be used additionally with the PCM-

**HABITS OF MIND: C:\Users\alabbott\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GOCQGKV2\MC900187587[1].wmf**

* Persisting
* Managing impulsivity
* Listening to other with understanding and empathy
* Thinking flexibly
* Metacognition
* Striving for accuracy and precision
* Questioning and posing problems
* Applying past knowledge to new situations
* Thinking and communicating with clarity and precision
* Gathering data through all senses
* Creating, imagining, and innovating
* Responding with wonderment and awe
* Taking responsible risks
* Finding humor
* Thinking interdependently
* Learning continuously